DOCUMENT RESUME

ED 126 886 IR 003 800

AUTHOR Partridge, Cyndia; And Others
TITLE Bibliotherapy as it Relates to the Student and His Environment.
PUB DATE May 76
NOTE 74p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Bibliotherapy; *Childrens Books; Elementary Education; Elementary Grades; *Emotionally Disturbed Children; Evaluation; Guidelines; Library Programs; Literature Reviews; School Libraries; Teacher Attitudes

ABSTRACT

The literature is reviewed regarding possible uses of bibliotherapy and the use of books as therapeutic aids in the emotional stabilization of troubled children. Emotional problems of elementary school students are defined, and the methodology of bibliotherapy is discussed, including: (1) sensitizing teachers; (2) developing a library; (3) developing guidelines for student recognition of problems; (4) guiding children to the effective use of a bibliotherapy library; and (5) evaluating bibliotherapy programs. The appendix contains sample evaluation sheets, a bibliography on bibliotherapy, and an annotated bibliography of books to be used with children in bibliotherapy. (EMH/LS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED126886

BIBLIOTHERAPY AS IT RELATES TO THE STUDENT AND HIS ENVIRONMENT

by

Cyndia Partridge

Alice Bass

Waynette Jones

May, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IR 003 800

TABLE OF CONTENTS

Page

INTRODUCTION

Bibliotherapy Defined

To most people, bibliotherapy is an unfamiliar term. Eleanor F. Brown, in her book Bibliotherapy and Its Widening Implications, has assembled some helpful definitions. Webster's Third, she notes, defines bibliotherapy as "'the use of selected reading materials as therapeutic adjuvants in medicine and psychiatry; guidance in the solution of personal problems through directed reading'" (2:1).

Brown gives a definition of Sister M. Bridget's, as follows:

> "Bibliotherapy is the non-medical use of books as therapeutic aids in the emotional stabilization of unhappy and worried children in a normal classroom environment, providing the child with books which concern problems similar to his own and letting him abreact to them."

And Brown comments, "In this definition we have the non-medical or guidance approach as teachers and librarians apply it to children" (2:2).

Finally,

> "In 'The Library As a Therapeutic Experience,' an article in the Bulletin of the Medical Library Association, July, 1959, Ruth Darrin, editor, on page 2 characterizes bibliotherapy as 'a treatment of illness by the use of books and other reading materials'" (2:2).

The Problem

How can bibliotherapy help to solve the behavioral and emotional problems confronted by the elementary student? A teacher is confronted with children in his classroom who are bothered with various kinds of problems. No matter how big or small they may be, a child's conflicts are very important to him. A young child cannot readily define the problems he has, but with the help of an understanding teacher the child can recognize his troubles and possibly find solutions to them. But how does the child who does not express himself verbally recognize his problems and solve them? Even though the teacher may be understanding, he still may not be able to reach the child. Another method is needed. The authors of this paper feel that bibliotherapy could be a technique to use. By using the projective technique of bibliotherapy, the problem is taken out of its context and set aside to be looked at to find out what is bothering the person.

Definition of Terms

The following paragraphs will deal with the definition of terms associated with children's problems.

> "Hyperactivity," or "hyperkinesis," is one manifestation of distractibility and is a very common learning disability in children. Hyperactivity may also be termed "motor disinhibition." While it is natural for most children to be active, to move their arms and legs about, and to change positions frequently, most children inhibit most of those actions which are aimless or which are not suitable to the situation. The hyperactive child is unable to inhibit these excessive

motions (5:244-46).

Motivation is the forces that promote action toward attaining goals and obtaining results. The practical art of applying incentives and arousing interest for the purpose of causing a pupil to perform in a desired way (8:102).

"Emotional Adjustment is the process which leads to individual behavior appropriate to corresponding physical development" (8:87).

Interpersonal Relations deals with four skill areas people use in order to develop a meaningful relationship. The skill areas involve the following steps:

1. Knowing and trusting each other.
2. Accurately understanding each other.
3. Influencing and helping each other.
4. Constructively resolving problems and conflicts in the relationship (14:11).

Daydreaming is a satisfying imaginative fulfillment of desires. It is an escape from the difficulties of real life into a realm where all obstacles to success can be ignored or effectively surmounted. It provides relief from frustration and conflict (8:102).

Self-concept relates to "a person's opinion of himself and his potentialities" (14:3).

A value system can be defined as a method in which a person places some amount of worth, esteem, appreciation, or some type of significance on a concrete object, an abstract idea, or a characteristic (14:3).

Scope of Study

In this paper the authors plan to research the field of bibliotherapy and how it can be applied to the elementary classroom. We are concerned with grades kindergarten through sixth. After familiarizing ourselves with the subject of bibliotherapy, we plan to develop a bibliotherapy

library in which the teacher and the school librarian can help the student recognize and solve various problems that are disturbing the child. The library will be divided into categories of various behavioral and emotional problems that are faced by elementary children. Guidelines will be presented to sensitize the teacher to the use of the bibliotherapy library in the classroom. Also, guidelines will be developed for student recognition of problems. A format will be presented so that the children of the classroom will be able to use the bibliotherapy library effectively.

Once a child is able to use this type of therapeutic library, the teacher must be able to evaluate the bibliotherapy program in relation to the child's use. The student must be able to evaluate himself to see if he is benefiting from his readings. Parental evaluation will also be helpful to find out if a child is benefiting from the bibliotherapy program.

As mentioned earlier, the bibliotherapy library is limited to the kindergarten through sixth grade. We will not attempt to develop a library for the middle school and secondary level. Our experiences lie at the elementary grade level, where we want to concentrate our efforts for helping our students develop into healthy human beings that will survive in this world of conflict.

REVIEW OF RELATED RESEARCH AS RELATED TO THE ELEMENTARY STUDENT

The following topics deal with the review of related research as it concerns the elementary student.

Hyperactivity

The hyperactive or hypermotor child is a common problem we see in classrooms today. The hyperactive child usually disrupts the people around him. This child just cannot disregard unimportant things. A victim of this problem has a short attention span, is overly active, and distractible. He is very aggressive in either physical or verbal actions, and he is a disruption to the school and home.

We agree with Dr. Lendon Smith, a Portland, Oregon, pediatrician, who in an adddress to a group of Washoe County teachers at the University of Nevada, Reno, on February 4, 1974, maintained that hyperactivity is "chemical, genetic, connected with blood sugar and diet and self-image." Dr. Smith says that a hyperactive child is one who is unable to shut out messages coming to him from all directions. Dr. Smith's advice to teachers is that in dealing with the hyperactive child they should understand the chemical nature of the problem, help the child's self-image, consult with doctors, and provide a variety of ways for the child to learn.

Motivation

For years, psychologists have generally assumed that children strive to master their environment because they are rewarded for such efforts or because such efforts help satisfy their aggressive drives. However,

> Robert W. White has proposed that the child's motive for achievement is more intrinsic and closely tied to his developing sense of self. It reflects a basic need to interact effectively with the environment, independent of approval or disapproval, or the need to satisfy aggressive motives. White calls this intrinsic drive for achievement effectance motivation, because of the motive to effect an act. Piaget . . . assumes a similar view of the child's intellectual motivation.
>
> Effectance motivation would seem to be at the root of the development of competence as a personality trait. The child becomes competent at writing his name because of his inherent desire to master the task and advance his skills. The child has a need for competence.
>
> Effectance motivation is a major force in development because it leads to the learning of new acts, skills, behaviors, ideas, and concepts. Early encouragement and independence seem to strengthen this existing desire to achieve competence (17:289).

Children spend a lot of time in activities such as crayoning, painting, reading, and modeling clay. The activities are classified as achievement activities.

> The children's high achievement motivation seems to be a direct result of parental treatment of their efforts.
>
> Encouragement of mastery as early as infancy also increases later achievement motivation. Children who were encouraged in walking, talking, holding and carrying objects achieved more than children who were not encouraged to do these skills. According to Kagan and Moss an individual's strong motivation to achieve in intellectual activities is most often retained throughout life (17:289).

Emotional Adjustment

According to Jenkins and Shacter, six-year-olds show an increasing interest in death. The six-year-old is beginning to realize that death is a part of life. He knows that old people, and pets, die and will not come back. Six-year-olds worry about their parents dying and leaving them alone, particularly if there has been a death in the family or someone they have known dies. Following an experience with death, a six-year-old may become preoccupied with funerals and graves. Children of this age are now able to relate to death and killing. They are unable to realize that they will die some day. The attitudes of the people around the six-year-old will help him to have a greater understanding of the subject of death (12:145).

A child of eight realizes at this age that all living things die and that he, too, will die some day. An insecure child, or one who has had a traumatic experience through the death of someone close to him, may develop a fear of death and will need help to overcome it. Children of this age level may show interest in details of burial. The attitudes of adults and religious interpretations given to the eight-year-old may have an effect on the child's acceptance of death as a part of life, or intensify fear.

Many children in our world today are growing up in

a divorced family situation. Divorce is usually a great emotional strain on the child in his environment. According to Jenkins and Shacter, "many children will experience the need to adapt to a new family unit as parents divorce, remarry, and sometimes even divorce again" (12:10). With the change in moral values, emphasis on marriage is not as important as it was ten years ago. Many children will be living in a home where the parents are not legally married. This may or may not have an effect upon the child. The child will also have to cope with new brothers and sisters, parents and relatives. As new family relationships become a part of the child's environment, he is often confronted by new loyalties within his new family (12:10).

A physical disability causes many problems for a young child. Even though the problem may be only a minor one, it may be serious if perceived by the child as a barrier to his self-realization (11:253).

Young children who suffer from physical handicaps such as cerebral palsy, crippling, epileptic seizures, blindness, deafness, diabetes, a heart condition, or any other physical handicaps may suffer from emotional disturbance also if they do not receive the support and guidance they need. Children with these handicaps need special help to meet the problems they face. It is up to the parents and teachers to help physically handicapped children accept their disabilities and frustrations that go along with the disabilities in a realistic manner.

With the help of caring parents and teachers, handicapped children can develop healthy personalities by being accepted as "normal" in other phases of their life. They should be encouraged to become involved in activities of "normal" children as much as possible. With the help of parents and teachers who care, the children can learn to become as independent as possible and develop their own special interests and abilities. In turn, this will lead to the development of a positive self-image, and as they grow older, they will learn to become self-reliant as much as possible (12:269,272).

> Friendship is an increased stability of friendship patterns among children. It is a characteristic of peer relationships. As children become more stable in their individual personal characteristics their choice of friends assumes a more distinctive and more stable character (17:422).

> Friendliness or sociability is a trait which indicates self-confidence and mastery of social reality. Social reality seems to promote acceptance by peers. The child who is outgoing and socially sensitive, who expresses kindness and who is willing to both give and receive friendly overtures from others is usually well accepted in his peer group (17:422).

Observers of friendship groups among children have noted a number of similarities among members. Such similarities reveal which kinds of characteristics children see as important in their choice of companions.

There are a number of situational factors influencing choice of friends. Mutual friends tend to resemble each other in socioeconomic backgrounds, lower-class children being friendly with others of the same status (17:424).

Sharing is a very important part of learning, especially in a child's early years. The child has to be taught to get along with his peers.

Sharing works better when a parent sees his child as neither an extension nor carbon copy of himself. This means he doesn't see himself as owning his children, but sees his children as owning themselves and their feelings. He does not see them as objects to manipulate, but rather as persons distinct in their own right.

Whenever a child feels valued and loved, he wants to share and cooperate. He is more interested in talking about his conflicts. Warm, positive relationships already established make it easier to put the mechanics of democracy into practice.

> Some children do poorly in school because they are discouraged with themselves and refuse to try. Instead of the child reverting to the daydream stage they are apathetic (12:266).

Most children that are apathetic usually come from poverty-stricken rural communities. Many are in poor physical condition, lack muscular tone, and are often fatigued. Frequently, their parents, too, are ill, and because of illness or inadequacy, unable to give the encouragement and emotional support which children need. The children seem to have such a poor self-image that they no longer try; they just give up (12:266).

Such children are a responsibility of the community that has permitted neglected areas to continue to exist.

Before these children can become alert and motivated to do school work, they need attention to their physical needs, correction of their physical defects, clothing to encourage greater self-respect, and then, gradually, experiences in identifying themselves as individuals. Their apathy toward school can only be changed as we help them develop self-respect and a self-image which enables them to believe that the effort of learning is worthwhile because they can learn (12:266).

Children should feel very fortunate that they were chosen to be adopted. A child should feel secure in that he is loved and wanted and should grow up in a very healthy, normal environment. Some adoptive children later in life feel an emotional problem in that they were rejected by their natural parents, even though they have lived a very secure and normal life with their adoptive parents and relatives. Some of these adopted adults spend a lot of time, money and energy trying to find their natural parents, but much too often the end result is frustration.

All children need to be loved, wanted, and to know that they belong and are accepted by a family unit and their peer group. When a new child is born into a family, it often results in sibling rivalry and jealousy. The child will often revert to childish ways and baby talk for attention. Many parents are constantly comparing and making their children compete with each other. This constant comparison often makes the child insecure and resentful

towards his brothers or sisters (12:20).

Interpersonal Relations

In the elementary school, many children resort to physical and verbal fighting rather than discussing their differences in a peaceful manner. They find it easier to "slug it out" and then blame the other person. The children involved are on the defensive rather than accepting their own faults. It is hard for children to face up to their wrongdoings and admit that they need correcting. It can also be hard for a teacher to help a child recognize his flaws in relation to getting along with his peers. It can at times be nearly impossible for an adult to reason with a child, so another method is needed. If a child can be helped to look at himself as a frame of reference, very often a fight--whether verbal or physical--can be eliminated. If one child can help himself, maybe he can help another from his learnings.

Another topic that enters into interpersonal relations is the migratory child. Migratory children need help lifting the "masks" they wear before they can get down to the basics in their formal education. The masks, which appear in various forms and have many origins, must be identified by the teacher before he can help the children. Following is a list of some of the masks that migratory children wear:

1. The mask of periodic tuning out or daydreaming.

Its origin is generally environmental.

2. The mask of nonverbal behavior. The origin again is generally environmental. The household may be nonverbal. The children are nonverbal with adults but verbal with peers. Nonverbal responses consist of shrugging the shoulders, shaking the head, or pointing.
3. The mask of hostility or belligerence. This mask originates from social or economic situations. Poverty can cause hostility and belligerence. A negative educational setting can cause anxiety which can lead to hostility, belligerence, or negativism.
4. The mask of blank stares. This mask can be caused by a breakdown in communication.
5. The mask of ignorance. This mask can result from scores on standardized intelligence tests; when children receive low scores they become labeled as slow learners or moronic. Speech patterns using nonstandard dialect also give a false impression of ignorance (1:57-58).

Underneath the masks, migrant children have strengths that go unrecognized. Some of the strengths range from eagerness to please, being responsible, being loved, adaptability, perceptiveness and sensitivity, desire for an education, curiosity, enthusiasm, and the fact that

they possess a culture of their own.

Ida Brownlee Bragdon suggests nine ways to lift the masks:

1. Blot out failure. Let the child have success experiences in school.
2. Accept the language of migrant children without ridicule. Training is needed to enable them to master standard English.
3. Treat the children with compassion and understanding. Praise their achievements and provide them with activities to let them use their various abilities.
4. Involve parents in the child's training.
5. Upgrade teaching methods and curriculum for the migrant child.
6. Allow young migrant children to visit with older successful migrants as a means of motivating younger children.
7. Encourage migrant children to talk by providing experimental topics and activities and by being an attentive listener. Talk to them in complete sentences and teach them to answer in sentences or acceptable phrases.
8. Get to know the migrant children as individuals and assume they can learn.
9. Teachers should try to overcome their shortcomings concerning dealing with the migrant

child (1:57-58).

The topic of teacher-pupil conflicts also enters into interpersonal relations. Carl Rogers emphasizes that acceptance is very important between a student and a teacher. If the factor of acceptance is not present, the learning environment is limited. Following are some assumptions and attitudes that are related to acceptance:

1. The student wants to learn, and the teacher's job is to release motivation from within the student.
2. The student learns most significantly when the content is seen by the student as relevant and instrumental to his own goals.
3. The facilitation of learning rests on the nature of the teacher-student relationship. Learning is facilitated by a non-threatening, acceptant relationship. There are four characteristics for an acceptant relationship between the teacher and the student:
   a. The teacher values the student. The teacher cares for each student as an individual.
   b. The teacher trusts the student. The teacher believes that the student has the potential and desire to learn and grow.
   c. The teacher empathizes with the student.

Here the teacher tries to understand the student and develops an awareness that is sensitive to the meaning of the student's thoughts and feelings.

d. The teacher is himself. He is an honest and real person.

4. The teacher is open to experience. There is a willingness expressed by the teacher to experiment and change according to the changing needs and relationships between the teacher and the student (14:10-11).

If a teacher acted according to these attitudes and assumptions is his everyday teaching, there would not be the friction there is between many teachers and students. Today, students need a one-to-one relation with their teachers, but large class sizes limit the amount of time the teacher can spend with an individual student; this limits the quality of education.

Teacher willingness in getting to know the individual student also plays an important part in eliminating teacher-pupil conflict. If a teacher does not give a little in working with students, he is causing tension. Letting a child know you care can very often break barriers that cause tensions which lead to conflicts. Constant tensions and conflicts cause the learning environment to become negative. Teachers with an honest effort can strive for positive learning. A positive learning situation can help the teacher

and pupil work out their conflicts (18:67).

Daydreaming

> Daydreaming, if it is indulged in often enough, can become an habitual pattern of response. It can be a way of avoiding, at least in thought, something difficult or discomforting (12:253).
>
> Why does a child daydream? When it is possible to obtain a detailed picture of how a child has grown, developed and lived, clues are usually apparent which help the parent or teacher in understanding the disturbing behavior. Sometimes the problem does not lie with the student but with the parents' unconscious expression of their own problems and resultant tensions in the relationships within the home.
>
> Such a concept may not be easy to understand and such a situation is certainly not easy to resolve. Sometimes outside help from a psychologist is necessary (12:253).

When we dream we are trying to work out our feelings. Dreams are never silly, even if they seem to make no sense at all. Dreaming helps us to solve problems, to work out things that are bothering us. Usually we don't have to try to figure them out; just dreaming often makes us feel better. One thing we do know is that dreaming is very important and good. It helps us in many ways. Good dreams are nice to think about when we wake up.

Daydreaming is another way that we work out feelings that bother us. Daydreams help us to feel better about ourselves. They can give us more confidence in ourselves. They help us get over bad times when our feelings hurt too much.

Daydreams usually happen when we are alone. Whether we are dreaming or not, being alone is very important for

our feelings.

Developing Self-concept

A child acquires his self-concept through his interaction with his family from birth, his peers, and his teachers. These people all play a part in a child's development as to whether he feels good about himself or not. If a child receives positive reinforcement, he sees himself in a healthy manner. His behavior develops from his culture and family group.

A child's family life affects his development as the child is influenced by his parental background, family composition, personal characteristics of parents, parental attitudes toward children, overt parental behavior patterns, the child's orientation toward parents and siblings, overt child behavior toward family members, and personal characteristics of the child. The family is the greatest influence on the child's early development of his self-concept.

Social and environmental factors play a part in the forming of a self-concept also. The parents and early teachers play an essential role in showing respect for a child and recognizing him as an individual. If a child has a healthy concept of himself, then he sees himself as being worth something and he values himself.

Studies have found that the very young years of a child's life are very important in acquiring a self-concept. A healthy concept stems from parental warmth, clearly

defined rules, and respectful treatment from others. By the time a child has reached middle childhood, he has "already arrived at a general appraisal of his worth" (13:6).

Developing a Value System

As defined earlier in this paper, a value system is a method in which a person places some amount of worth, esteem, appreciation, or some type of significance on a concrete object, an abstract idea, or a characteristic.

First of all, values are learned, not taught. In order for a child to be able to cope with himself, his environment, the people he comes in contact with and who influence him, his early education, and world happenings, he needs to develop a system of values which he lives by. These values are not meant to be stagnant and rigid, but flexible and subject to change. As a child learns and experiences new and different things in his life, he grows into a productive individual if he has a set of values to live by. But if the child is not willing to change his values, then he is limiting his growth towards being productive.

In the process of developing a value system a child must be able to clarify what he really values. A teacher can help a child find and learn his values. In order for a child to be able to develop clear personal values he needs help in the process of valuing. The following seven steps lead to value clarification:

1. Help children make free choices whenever possible.
2. Search for alternatives in choice-making situations.
3. Weigh the consequences of each available alternative.
4. Consider what children prize and cherish.
5. Publicly affirm the things the children value.
6. Do something about the children's choices. Put their values to work.
7. Consider and strengthen positive patterns in the children's lives.

An article from the March-April, 1976, issue of Today's Education does an excellent job of explaining what can happen if a child is not allowed to follow the seven steps above in value clarification:

> Censorship imposes a value system on students; it does not help them make their own. It teaches them to narrow their thinking into prescribed channels and to avoid controversy; it does not teach them to search out and examine all the alternatives to a problem before they make a decision. Censorship teachers a student to respond to the world's problems with conditioned reflexes, not with creative, thoughtful responses. It denies students the opportunity to respond creatively to life's problems with their own code of ethics, and, since responding to life's problems creatively is part of living, censorship thus deprives students of the chance to live fully (6:54).

OTHER ATTITUDES THAT MAY CONTRIBUTE

"Reading is the most universally used subject taught in the schools. Other subjects interrelate, but the subjects are dependent upon reading" (5:3).

For children to have a good attitude towards reading, they must be interested in the reading material that is being used. In a study by Cardinal Stritch College, it is suggested, although not statistically proven, that

> adapting reading materials to children's interests, presenting more subtly the required reading skills, and adjusting materials to students' reading levels will foster more favorable attitudes toward reading (3:3).

Also according to the Cardinal Stritch study,

> good readers tend to have better attitudes toward education than remedial readers. The teacher appears to be the critical factor for liking or disliking school experiences (3:3).

> Reading has an advantage over direct human communication because it is not as intrusive as the spoken word. It is possible to read with much less defensiveness than it is to communicate directly with another person. A book is much less threatening, much less demanding, but still can offer much in the way of communicating human situations and allowing the reader to apply them to his/her reality (10:29).

If a child has difficulty in reading, he should be tested and if the tests prove he has a problem that can be corrected, he should see a special reading teacher. A child with a problem must also have help from his teacher and parents. He must have a feeling of success from other areas to cope with his reading difficulties.

In addition to attitudes towards reading, racial

background plays an important part. A teacher whose class contains children of various races needs to create a classroom climate that minimizes problems that otherwise might occur in a multiracial classroom.

If a teacher develops a good understanding of what her racial attitudes are and is willing to learn about herself from others, she is on the right track in dealing with interpersonal problems that might arise. The teacher must be open to all the students and show no favoritism. Freedom from prejudice is also a factor necessary in maintaining a peaceful classroom.

A teacher who displays a "realness" towards her students and relates to them personally, giving them positive reinforcement, will eliminate ridicule. Recognizing each student as an individual leads to effective teaching which will in turn meet the needs of each individual student.

The teacher must create a positive atmosphere which leads to positive interaction. Creating learning situations in which there is interaction between different ethnic groups leads to the student's awareness that children of various ethnic groups have something special to offer about their culture. They also learn to get along with each other.

The teacher needs to initiate the kinds of activities which will involve interaction because, if left on their own, students may not interact spontaneously.

When planning the curriculum, the teacher should filter in references to ethnic awareness, thus letting the children know each race has offered something important to the development of the world.

If conflicts do spurt up, a teacher needs to find out what caused the disagreement, decide to settle it immediately, or allow for a "cooling-off period" before the problem is discussed. If the conflict involves several students in the classroom, then the teacher could turn the problem into a learning situation open to discussion. No matter how the problems are handled, they must be solved to eliminate any further trouble (9:77-78).

To make this discussion concerning teaching in a multiracial classroom possible and meaningful for the students, teacher willingness is the key. Without a teacher's willingness to create a positive learning atmosphere there will be chaos among the races. This must be eliminated, and it takes a lot of hard, dedicated work.

Physical appearance enters into the picture, also. A child is very unique in his own appearance. Some may classify him or her as a handsome child or possibly an ordinary child with common features. These children avoid riducule because their looks are accepted as "normal." But what about the child with a pug nose, hare lip, moles, warts, or a birth defect? What about the child who is too fat or too skinny? These are the children who are hassled by their peers. Children do not stop to think that if they

had the above features they would not like to be teased, but yet they will tease, harass, and ridicule others with these various features, not stopping to think about the feelings they are hurting.

Children need to learn that a person's personality and character make-up are what are important about him, not his physical appearance. After all, a child does not ask to look the way he does. Nature makes each person a special way, and children must accept it if they want to live a life free from ridicule. This is where parents and teachers can help. Discussion with children allows them to recognize the differences in physical appearance. Literature, whether true or fiction, can be an interesting as well as helpful way in presenting children with a better understanding about differences in physical appearance.

A child needs to learn how to overcome being self-conscious about his abnormal appearance, whatever it may be. Parents and teachers can show a child his strengths and build his self-concept by praising him for the good things he can do. With enough encouragement and help, a child can forget about his physical abnormalities and work on his abilities and potentials that make him into a productive individual.

In today's world many different religions are practiced. The various ethnic groups even in the United States practice their own religious beliefs. Many people, even though they practice a religion of some sort or another,

may not attend church services. They do not feel the necessity to practice their religion by also attending services sponsored by a particular religion. It may be a self-initiated religion that they live by, with its own code of ethics and rules established by its believers.

Very often a child might hear derogatory remarks about a particular religion from his peers, parents, or other adult influences. The beliefs of the religion may be beyond the child's comprehension, but if the child's parents, adult influences, or teachers present experiences in which a young child can understand more about various religions, then a child can formulate opinions for himself with a better understanding of what the religion means. Informational books provide a source of understanding other religions. If informative books are used when different communities are studied in the classroom, then the children will be able to experience other religions, especially if they plan for holiday celebrations in relation to the various communities studied. Bringing traditions alive in the classroom is a valuable learning experience for children.

Fiction stories can also help to bring alive a child's understanding of various religious backgrounds. If the characters in the stories are children, then a child who reads the book can relate to the characters in the book, which will expand a child's religious understanding.

When teachers and school librarians select

literature for the children in their particular schools, they need to consider the specific needs of the racial and religious groups in their communities. The books should point out "likenesses" rather than "differences" and should be free from "preachiness" and moral platitudes. Religious values should be introduced to children in a natural way (11:265).

Through his home and religious background the child learns to respect property. Many children in the first through third grades like to own many possessions and have large quantities of toys and other objects to play with. Usually at this age the young child does not want to care for his property, and he is not greatly concerned if his property is lost or destroyed. Sometimes a child of this age has a weak conception of what belongs to him or what belongs to his friends. Such children often take what does not belong to them and have to be taught the value of property ownership. This usually is a learned trait and comes with maturity, taught by their parents, or is learned in school. Other children of this age group will give away their property for no particular reason. Children often have a difficult time understanding ownership and respect for property (20:62-63).

METHODS AND PROCEDURES

Sensitizing the Teacher to the Use of the Bibliotherapy Library

A good teacher needs to study her children and become familiar with their needs. If a teacher or a librarian acts as a bibliotherapist and recommends books as therapy for children, she must gain the confidence and friendship of the students.

> [She] must be warm, friendly, outgoing, accept the individual as he is, be permissive to a degree, be sensitive to the feelings of the individual and treat him as a person capable of slowly taking over direction of himself. Bibliocounseling is not advising. In the permissive atmosphere created by the therapist a student is helped to interpret circumstances surrounding his problem or need (2:186).

The teacher needs to be familiar with the contents of the reading material, explain the material to the student, explain the reader's relationship to the materials he is going to read, and the teacher should provide a personal, supportive follow-up.

A teacher acting as a bibliotherapist must remember he is not trained to handle children with serious emotional or mental problems. But he can help the parents seek outside help for their child (7:120-24).

The teacher must not only know his students and their problems, but he must be able to stimulate them to read the prescribed material and establish a good relationship with them so that the discussions about the books and any other follow-up activities will be meaningful as well

as a valid learning experience. If a child does not gain any insight from his reading with the help from his teacher, then the bibliotherapy program is not serving its purpose (10:29-30).

Developing a Library

In order to develop a bibliotherapy library in the classroom, the people involved need to select books that relate to the various emotional and behavioral problems a child faces in his everyday life. Using 3 x 5 index cards, the teacher develops an annotated bibliography, writing down the author of the book, the title of the book, the place of publication, the publisher, and the copyright date. The grade level of the book should be indicated on the card and whether it applies to one or more grade levels. A short synopsis should be written about the book, indicating the problem occurring in it.

Once the teacher has completed the book synopses, a system of categories must be developed so the books can be found easily. The teacher can devise her own system of categories of problems that her children are confronted with. The index cards should be filed according to the problem. The cards should be filed alphabetically by title. If a book fits in more than one category, there should be a copy of the card filed under all the categories it fits.

After all of the planning has been formulated, group guidance sessions, small-group sessions, and

individual conferences should be held to receive feedback from the children and determine whether the children's readings are helping them or not (16:427-28).

Tobe I. Dresner suggests many very good activities to culminate the readings of the various books in his article called "Creating a Literature Program for Primary Children." It can be found in the Elementary English Journal on pages 59-63 of the January, 1975, issue. The authors of this paper have found his suggestions to be quite stimulating in terms of associating children with their readings. The suggested activities are as follows:

1. Organize "A Book of the Month" club and children can report on the various books and share "reviews."
2. Take a story and make a mural to depict some episode. Have a group dramatization complete with costumes to act out the episode.
3. Asemble a picture file organized under the various headings. This activity would lend itself well to poetry and rhymes.
4. Make a scrapbook of pictures to tell a story.
5. The teacher could read only certain sections of a book in order to whet the appetite of a future reader.
6. Have Poetry Day with another class. Present choral or individual readings.
7. Planned bulletin board or an organized exhibit.
8. Plan a skit that comes from a story book.
9. Pick a book that the reader disagrees with and prepare a refutation for sharing time.
10. Select excerpts to be read aloud for a unique purpose--beauty of language, excitement of story, prove a point at issue.
11. Make something from the story; such as a reproduction of the Bill of Rights.
12. Prepare reading with appropriate sound effects.
13. Prepare an autobiography using self as a character of the story.
14. Make an advertisement of their best book.
15. Illustrate a well-loved book or incident from a book.
16. Make an original book jacket.
17. Have open-ended activities for story read such as:

have a TV version, or radio or assembly program.

18. Use puppets to tell a story and then have the puppets tell the children if they want to hear the story again they can find it in the library corner.
19. The children can write their own stories and illustrations and then sew together with a cover. This can be added to their library corner.
20. Fill in impressions of feelings (4:63,91).

A section of the room should be designated as the bibliotherapy library. It should be set up in an eye-catching manner so that the children are attracted to it. Student participation in setting up and arranging the library is a valuable learning experience. The children can act as librarians and aid in the checking out and returning of the library books. The children will then develop their own sense of responsibility in being partly responsible for the operation of the library.

Teacher-made displays as well as child-made displays are essential in guiding the children to the bibliotherapy library. Interesting displays will arouse the students' curiosity so that self-direction will operate in guiding them towards what they want to read to help solve their problems. Teacher cooperation and help are very necessary so that a child is not led astray while using the bibliotherapy library.

A suggested annotated bibliography can be found in the Appendix of this paper.

Developing Guidelines for Student Recognition of Problems

A child has to recognize that there are reasons why

he is having difficulties getting along with his parents, peers, teachers, siblings, relatives, environmental settings, and generally coping with himself and his surroundings. A teacher as well as parents can point out the child's weaknesses, but he may have a difficult time coping with and recognizing his immediate problem. Or perhaps the child does not want to understand or cope with his problem. But in order to be able to handle himself in a productive manner so that he can comprehend his everyday experiences and obtain real meaning from these experiences, he needs to be able to admit he has a problem and recognize what it is specifically.

In order for a child to be able to do this; definite guidelines must be established for the child to follow. They are as follows:

1. Should I share my happy, sad, angry, and fearful feelings with my teacher?
2. If I am having a problem at home or school, whom should I discuss it with? Will he or she understand my problem?
3. If my teacher and I are not getting along with each other, what seems to be the problem?
4. If I am not getting along with my schoolmates, what seems to be the problem?
5. If I am not myself at times, do I need to explain why to the teacher?

6. Do I consider my teacher a friend? Is she concerned about helping me to learn?
7. Does my teacher care about me?
8. Do my parents love me?
9. Why do I fight with the following:
   a. My parents?
   b. My brothers and sisters?
   c. My friends?
10. What makes me cry?
11. What makes me happy, sad, angry, and frightened?
12. What is there about me that my friends like or dislike?

Guiding Children to Effective Use of the Bibliotherapy Library

Once the library has been evolved, it needs to be put to use in the classroom by the students and teachers. The children need to be guided into using the library effectively. The following guidelines are necessary in using the library:

1. Teacher and student recognition of the emotional and behavioral problems children face.
2. Willingness of the teacher and student to find a way of solving the child's problems.
3. Working to recognize the problem and finding a method to solve it.
4. Determining whether book therapy will be

advantageous in solving the problem.

5. Inviting the children to share their experiences through the use of books.
6. Stimulating the child's interest in a particular book so that the child will be able to relate to the characters in the book.
7. At the close of reading the child will evaluate his experiences through the use of the book by teacher-student conference or interaction with fellow students.
8. The child will be encouraged to become involved in follow-up activities for reinforcing the concept(s) gained from his readings.
9. The child will be allowed to share his final product.
10. Teacher observation of the child is necessary to determine whether the child has corrected problem or not.
11. If bibliotherapy has not proved successful for the child another method must be tried with the child to help him with his particular problem.

Evaluation of Bibliotherapy Program

Teacher evaluation. The teacher is to bring to students

books that enrich their behavioral and emotional lives and help them solve their problems. He must select appropriate books to interest children in reading and to integrate the bibliotherapy program into the curriculum of the class.

He must know the books available to the students and their therapeutic value.

The teacher must also be skilled in reading aloud and telling stories and guiding the child's reading (20:427).

Included in the Appendix of this paper is a sample of a teacher evaluation sheet so the teacher can keep specific records for his children for future reference.

Student evaluation. When a child has completed his involvement with his readings, he needs to ask himself several questions to analyze whether the particular readings have affected his problem. The questions may include the following:

1. Did I resolve my problems?
2. How do I feel about the book?
3. Am I satisfied with the results from my readings?
4. Do I need more therapy?

If the child can answer these questions clearly, then he can determine whether the book therapy has helped him or not. If it has not helped him, then he needs assistance in seeking another method of ameliorating his problem.

A sample evaluation sheet for children can be found in the Appendix. It is helpful for a child to use this form when reading a book so that he can better evaluate his readings.

Parent evaluation. "It is essential that parents be involved and support their children's learning experiences if the children are to reach their fullest potential as students" (15:653).

With the support of their parents, children can feel very positive about their improvement concerning their problems. The parents need to work closely with the teachers and their children in order to understand how a bibliotherapy program works.

Feedback from the parents is essential so that the teacher will know if the child is being helped and improving himself. The communication line between the parents, children, and teachers must be open and honest. The teacher needs to know how the child is acting at home so he will know if the therapy at school is effective or not. This is where the parents play an essential role. They need to observe their children closely and jot down notes, using the parent evaluation sheet in the Appendix as a guide concerning their observations. After careful observation, the parents need to share their insights into their children's problems with the teacher so the teacher has a clear picture of the child's behavior. With this information the teacher can make the necessary changes to better help the child.

IMPLICATIONS

Bibliotherapy is very important because many children with behavioral and emotional problems will not communicate with adults concerning their problems. They don't want to face up to the problem and admit they have one because they will not be accepted by their peers. An advantage of reading over direct human communication is that it is not as "attacking" to the person. When a child reads a book he does not have to be on the defensive. Relating to a book is much less threatening and demanding. Yet the book can offer human situations to which the reader can relate.

We feel bibliotherapy can be accomplished at the elementary grade level, but with great care. The teacher who will act as the bibliotherapist must be well trained in the "art of bibliotherapy." His training could be obtained through research, workshops, and practical experiences. Bibliotherapy can be attained through teacher, parent, and student cooperation. Without willingness, patience and cooperation from all people concerned, the bibliotherapy program will not attain its highest goal of helping to solve the students' particular emotional and behavioral problems.

Because bibliotherapy is a relatively unexplored area at the elementary level, we feel a controlled experimental study should be conducted starting at the

kindergarten level. Observation of these children should be continued through the sixth grade level. With this study the researchers will be able to determine whether the bibliotherapy concept is worthwhile.

If possible, a follow-up study should be continued through the secondary level of schooling. In doing this, one will be able to determine if the child has completely overcome his emotional and behavioral problems. The study would then act as an indicator to determine if the program is successful when implemented into the school curriculum.

1. Bragdon, Brownlee. "How to Help Migrant Children," Today's Education, LXV, No. 1 (January-February, 1976), 57-58.

2. Brown, Eleanor Frances. Bibliotherapy and Its Widening Implications. Metuchen, N.J.: The Scarecrow Press, 1975, pp. 2, 186-87.

3. Colette, Sister Marie, O.S.F. Research Abstracts. Milwaukee: The Cardinal Stritch College, 1965, p. 3.

4. Dresner, Tobe I. "Creating a Literature Program for Primary Children," Elementary English, LII, No. 1 (January, 1975), 59-63,91.

5. Gilliland, Hap. A Practical Guide to Remedial Reading. Ohio: Carles E. Merrill, 1974, pp. 3, 244, 245-47, 271,274.

6. Griffith, Carol, and others. "Censorship," Today's Education, LXV, No. 2 (March-April, 1976), 48-54.

7. Heitzmann, Kathleen, and William Ray Heitzmann. "The Science of Bibliotherapy: A Critical Review of Research Findings," Reading Improvement, XII, No. 2, (Summer, 1975), 120-24.

8. Hopke, William E. Dictionary of Personnel and Guidance Terms. Chicago: J. G. Ferguson Publishing Co., 1968, p. 102.

9. Holman, Ben. "Dealing with Racial Conflicts in the Classroom," Today's Education, LXV, No. 1 (January-February, 1976), 76-78.

10. Horne, Erica M. "A Look at Bibliotherapy," Special Libraries, LXVI (January, 1975), p. 29.

11. Huck, Charlotte, S., and Doris A. Young. Children's Literature. New York: Holt, Rinehart and Winston, 1961, pp. 238-67, 378-83.

12. Jenkins, Gladys G., and Helen S. Shacter. These Are Your Children. Palo Alto, Calif.: Scott, Foresman, 1975, pp. 10, 20, 145, 172, 253, 266, 269, 272.

13. Johnson, Jerry C. "Self Concept - Key to Successful Teaching," Spotlight on Education, VI, No. 1 (1974), 6.

14. Jones, Waynette. "Strategies to Use in Developing

Interpersonal Communication Between the Student and the Teacher in the Elementary Classroom." Educational research, University of Nevada, Reno, December, 1975, pp. 1-25.

15. McWilliams, David R., and Patricia M. Cunningham. "Project Pep," The Reading Teacher, XXIX, No. 7 (April, 1975), 653.

16. Olsen, Henry D. "Bibliotherapy to Help Children Solve Problems," The Elementary School Journal, LXXV, No. 7 (April, 1975), 422-29.

17. Sutton-Smith, Brian. Child Psychology. New York: Appleton-Century-Crofts, 1973, pp. 289, 422,424.

18. Travers, Edwin X. "How Human Is Your Classroom?" Today's Education, LXIV, No. 4 (November-December, 1975), 66-67.

19. Weissenberg, Frances. "The Fourth R in Reading," Reading Teacher, XXVI, No. 6 (March, 1973), 598-601.

20. _____. Teachers Guide to Education in Early Childhood. Sacramento: California State Department of Education, 1956, pp. 62-63, 427.

ADDITIONAL READINGS

1. Briggs, Dorothy. Your Child's Self-Esteem. New York: Doubleday and Co., Inc., 1975.

2. Gamoran, Mamie G. Days and Ways: The Story of Jewish Holidays and Customs. Cincinnati: Union of American Hebrew Congregations, 1941.

3. Inside Out. Indiana: National Instructional Television Center, 1973.

4. LeShan, Eda. What Makes Me Feel This Way? New York: Macmillan Co., 1972.

5. Partridge, Cyndia. "Understanding and Working with the Hyperactive Child." Educational research, University of Nevada, Reno, August, 1975.

6. Riggs, Corinne W. Bibliotherapy: An Annotated Bibliography. Newark, Delaware: International Reading Association, 1971.

7. Robeck, Mildred C., and John A. R. Wilson. Psychology of Reading: Foundations of Instruction. New York: John Wiley and Sons, 1974.

8. Rogers, JoAnne L. "The Self-Concept As Related to Education and the Learning Process." Educational research, University of Nevada, Reno, November, 1974.

ANNOTATED BIBLIOGRAPHY FOR THE LIBRARY

P or I* Level

ADOPTION

P

Caines, Jeannette. Abby. New York: Harper and Rowe, 1973.

Abby is an adopted little girl. She loves to look at her baby book because it is all about her. Her brother Kevin pretends she is a bother but he still likes to take her to school for "show and tell" and brag about her. Abby adores her parents and brother, and they treasure her.

I

Lapsley, Susan. I Am Adopted. New York: Bradbury Press, 1974.

Charles and his sister Sophie are two children in a happy family. They enjoy cooking with Mommy or helping Daddy work on the car. And every night the four of them share a bedtime story.

This book tells Charles and Sophie's story. They are adopted, and as Charles says of his family, "Adoption means belonging."

ACCEPTANCE BY PEER GROUPS

I

Barkin, Carol, and Elizabeth James. Doing Things Together. Milwaukee, Wisconsin: Raintree Editions, 1975.

Discusses children's relationships with parents, peers, and teachers.

I

Parker, Richard. Gilda. New York: Scholastic Book Services, 1963.

Gilda's family moves around a lot and has never had a real home--just tents to live in as they travel from job to job. She feels it's unfair as Gilda wants to settle in a real house, go to school, and have friends.

*Indicates Primary or Intermediate level.

P

Sherman, Ivan. I Do Not Like It When My Friend Comes to Visit. New York: Harcourt Brace Jovanovich, 1973.

Every child needs a friend. Every child needs someone to play with, talk to, and fight with. This is a story about two friends spending a day together playing. But the visitor gets the best toys, puts on her boots and coat all by herself, and performs every task with frustrating perfection. It's no wonder that the young heroine-hostess ends her tale of woe with a delightful and surprising plan for revenge.

I

Friedman, Frieda. The Janitor's Girl. New York: Wm. Morrow and Co., 1956.

The girl in this story is a janitor's daughter who learns that labels don't matter. It is who you really are that matters.

P

Levy, Elizabeth. Nice Little Girls. New York: Delacorte Press, 1974.

The teacher announces to Jackie's new class that she is the new boy. Jackie says she is a girl indignantly and the class laughs. She learns only the boys can do the things she wants to do, so she may as well act like a boy, which leads to trouble and ridicule. With help from her parents, Jackie wins her way and opens up her classroom to the exciting idea that boys and girls can do the same things.

P

Skorpen, Liesel Moak. Plenty for Three. New York: Coward, McCann and Geoghegan, Inc., 1971.

The girl would like to play with the others, but it takes time to overcome her shyness and time to discover that there are things that one can do alone but if there are two to share the adventures and fun, it's better--and there's plenty for three.

P

Shecter, Ben. The Toughest and Meanest Kid on the Block. New York: G. P. Putnam's Sons, 1973.

Harry and his friend Bert are a rotten pair of kids. A new kid moves onto the block and Harry has a whole new image.

EMOTIONAL PROBLEMS

P

Ernst, Kathryn F. Danny and His Thumb. Englewood Cliffs,

N.J.: Prentice-Hall, 1973.

Danny sucks his thumb and has ever since he was a baby. He likes the taste of his thumb and feels happy and comfortable with his thumb in his mouth. One day after school begins, Danny makes a discovery about himself and begins to feel very differently about his thumb.

P

Fassler, Joan. "Don't Worry, Dear." New York: Human Sciences Press, 1971.

Jenny is a little girl who sucks her thumb, wets her bed and stutters on some of her words. With warmth and acceptance from her family, she is given an opportunity to outgrow these habits at her own pace and gradually she manages to overcome them all.

P

Buckley, Helen E. Michael Is Brave. New York: Lothrop, Lee and Shepard Co., 1971.

Michael has fear about sliding down a slide. With the teacher's urging, Michael finds he can overcome his own fear by helping the little girl overcome hers.

P

Blume, Judy. The One in the Middle Is the Green Kangaroo. Chicago: Reilly and Lee Books, 1969.

Freddy is the middle child of the Dissel family. He feels nothing will get better for him and he will always be squeezed in the middle. When he hears about the school play he decides to try out for a part and do something no one else in the family can do. This will be his very own. Life looks up for Freddy when he gets the part of the Green Kangaroo, the major part in the play. His performance is a tremendous success.

Freddy discovers it is not so bad being the one in the middle after all.

P

Breinburg, Petronella. Shawn Goes to School. New York: Thomas Y. Crowell Co., 1973.

This book begins by telling how a small boy's first day at nursery school is unbelievable. Shawn had always wanted to go to school, and he gazed longingly out of the window as his sister set off each morning. Then one day his mother and sister decided to take him to the nursery school. At first he was shy; then the other children accepted Shawn and played with him.

EXPRESSING FEELINGS

P

Fassler, Joan. All Alone With Daddy. New York: Behavioral Publications, Inc., 1969.

This is the story of Ellen, a little girl who delights in being alone with her daddy. During her mother's absence, Ellen tries in charming ways to take her mother's place. Ellen is four years old. She tries to fill her mother's role while mother is away.

P

Barkin, Carol, and Elizabeth James. "Are We Still Best Friends?" Milwaukee, Wisconsin: Raintree Editions, 1975.

Examines some of the conflicting feelings that can arise in friendship.

P

Gardner, Richard A. Dr. Gardner's Stories About the Real World. New Jersey: Prentice-Hall, 1972.

Told with warmth, humor, and realistic optimism, Dr. Gardner's stories will encourage a child to think about his behavior and the areas in which he can use his own judgment to deal more effectively with life.

P

Benzen, Bill. First Day in School. New York: Doubleday and Co., 1972.

The author takes you with a camera and a notebook into opening day at a New York City kindergarten. The book tells about the homesick tears, and the photographs lead you through games and recess to a successful fun school day which the children tell their mothers about.

I

Shepherd, Gene, and Bill Martin, Jr. Gentle Gentle Thursday. Bowmar, 1970.

Very colorful illustrated story about a person trying to find a little free time to be alone.

P, I

Buckley, Helen E. Grandmother and I.

The book is about a grandmother and her grandchild and how Grandmother's lap is the best lap to sit in.

The book stresses the companionship of a happy relationship between the oldest and youngest ones in a family.

P

Gauch, Patricia Lee. Grandpa and Me. New York: Coward,

McCann and Geoghegan, Inc., 1972.

There is a time when a boy and his grandfather begin to share their world. There are so many things to do, so many things to see.

I

Fitzhugh, Louise. Harriet and the Spy. New York: Harper and Rowe, 1964.

Harriet lives in a comfortable brownstone house. She is an only child who does not like many of the sixth graders in her class. Harriet loves her nursemaid, and a secret notebook she fills with honest jottings about her parents, classmates, and neighbors. Harriet wants to grow up to be a famous writer, so she spends part of every day on her spy route observing and writing down everything of interest to her.

The first blow comes when her nursemaid leaves, the second when Harriet's schoolmates find and read her notebook.

Harriet's teachers and parents help to turn her into Harriet M. Welsch.

P, I

Zolotow, Charlotte. The Hating Book. New York: Harper and Rowe, 1969.

The author demonstrates her understanding of children in which hate can loom so large and vanish so completely once a compliment is made. The child finds that she really didn't hate her friend, but had to learn to share a compliment concerning a pretty new dress. Both children accept the gestures and become good playmates.

I

MacDonald, Betty. Hello, Mrs. Piggle-Wiggle. Philadelphia: J. B. Lippincott Co., 1957.

The book discusses the show-off cure, the crybaby cure, the bully, the whisperer, and the slowpoke.

P, I

Berger, Terry. I Have Feelings. New York: Behavioral Publications, 1971.

I Have Feelings covers seventeen different feelings, both good and bad, and the situation that precipitated each one. Each feeling is presented by a situation, the feeling that results, and finally by an explanation of that feeling.

P

Tambourine, Jean. I Think I Will Go to the Hospital. New York: A Bingdon Press, 1965.

Susie obtains a growing awareness that a hospital

is a nice place to be when one is sick, and nurses and doctors are the finest friends.

This book is a rewarding experience for a child who has to face minor surgery or a visit to the doctor's office.

P, I

Sharmet, Marjorie Weinman. I'm Not Oscar's Friend Anymore. New York: E. P. Dutton and Co., 1975.

Oscar lost his best friend in the whole world. Anyone who has ever had a pal suddenly turn into a former pal will enjoy reading about how Oscar's friend handled the situation.

P, I

Simon, Norma. I Was So Mad! Chicago: Albert Whitman and Co., 1974.

This is a book expressing how people can get mad over many different things. A father explains to a child that getting mad is exploding like a firecracker, but that it is not bad to get mad sometimes.

P

Parkinson, Virginia. Kindness to Pets. New York: Harvey House, 1961.

A story about how a pet dog should be treated and taken care of.

P

Udry, Janice May. Let's Be Enemies. New York: Harper and Rowe, 1961.

When you have a friend, you invite him to your birthday party, and you share your pretzel with him. But a friend who always wants to be the boss, a friend who takes all the crayons, a friend whom you wouldn't consider having the chicken pox with--this friend is an enemy.

These were John's feelings and he went to James's house to tell him so. But the force of habit is strong, and by the time John had delivered his message you could hardly tell an enemy from a friend--and a very good friend, at that!

P

Fassler, Joan. The Man of the House. New York: Human Sciences Press, 1975.

David, who is four years old, tries to become the grown-up protector of the house while his father is on a business trip. He bravely promises to defend his mother against all sorts of monsters.

P

Lundgren, Max. Matt's Grandfather. New York: G. P. Putnam's

Sons, 1972.
This is a story about Matt's visit with his grandfather in the old people's home. Matt felt a little afraid of his grandfather until the two of them went for a walk.

P

Cretan, Gladys Yessayan. Messy Sally. New York: Lothrop, Lee and Shepard Co., 1972.
Sally is very helpful but cannot stay neat. Sally's champion mess involves her always-neat cousin Milton and the whole neighborhood.

P

Behrens, June. My Brown Bag Book. Chicago: Children's Press, 1974.
This book is about learning to verbalize feelings.

P

Minarik, Else Holmelund. No Fighting, No Biting! New York: Harper and Rowe, 1958.
Two children are compared to two alligators. Two children named Rosa and Willy fight, etc., and Cousin Joan reads the two children a story about alligators and what happens to them when they fight.

I

Blume, Judy. Otherwise Known as Sheila the Great. New York: E. P. Dutton and Co., 1972.
The story is about a chronic liar. Sheila plays two parts in this book: Sheila the Great and Sheila Tubman.

Any grade

Zolotow, Charlotte. The Quarreling Book. New York: Harper and Rowe, 1963.
Some days everything seems to go from bad to worse and then from worse to worst. And this was one of those days. The rain made the day gray, and the gray day made tempers black.
It started with Mr. James, passed to Mrs. James, then to their children, and so forth. Only the dog seemed unaffected by the weather. And so it was he who started everything off again, but this time on the right track. Some days everything seems to go from good to better and from better to best. And this book tells about one of those days.

I

Burch, Robert. Queenie Peavy. New York: The Viking Press, 1966.
Queenie threw stones, and she became proud of her aim. She learns not to throw a rock on an angry

impulse. She was learning to think before acting, and she was learning to act wisely. She learned to face life as it was, instead of as she wished it would be, and have a good time, too.

She no longer felt deep resentment whenever people teased her. She would sometimes laugh with them.

P

Thompson, Vivian L. Sad Day, Glad Day. U.S.A.: Holiday House, 1962.

Moving day is sad because Kathy is leaving her lovely home. Moved to an apartment, Kathy is desolate when she discovers she has left behind her favorite doll.

Kathy discovers a doll in the closet and names it Sally Jo. She calls Linda at her old house and tells her to keep Susie Jo as she has found another doll with a note pinned to her asking for a name and care for the doll. Kathy is now happy.

I

Dobrin, Arnold. Scat! New York: Four Winds Press, 1971.

Scat's father is a trumpet player. Grandma does not approve of jazz. She dies and there is no music at her funeral. Scat wants to say goodbye to Grandma in his own way and he remembers how she hated jazz funerals. But she also said to listen to the spirit, not the letter. Listen to your heart, not your head. Scat thinks that was a hard thing to know. Maybe the most important thing, Scat thinks, is doing what seems real to you--whatever it is.

P

Clifton, Lucille. Some of the Days of Everett Anderson. San Francisco: Holt, Rinehart and Winston, 1970.

Everett Anderson could be any child who has ever played in the rain, been afraid of the dark, felt lonely, or wondered about the stars.

P

Barkin, Carol, and Elizabeth James. Sometimes I Hate School. Milwaukee, Wisconsin: Raintree Editions, 1975.

Discusses a child's feelings of anxiety and frustration caused by the disruption of a secure relationship with a teacher.

I

Sobol, Ken. Stories from Inside Out. New York: Bantam Pathfinder Editions, 1974.

These eight stories are adapted by Ken Sobol from the Inside/Out television series produced by National

Instructional Television, a division of the Agency for Instructional Television, Bloomington, Indiana.

These stories are about real kids in real-life situations. Some have happy endings, some don't. They all contain strong feelings. The people in them are happy, sad, loving, hating, angry, afraid, helpful, mean.

I

Freed, Alvyn M. T.A. for Kids. Los Angeles: Jalmar Press, 1971.

Adults or children read this book, and they work through various exercises to solve problems. Readers learn about themselves as well as others. It points out that people are unhappy unless they are honest with each other. By being honest, people will care about each other.

People learn that they can become involved in games if not careful. One must learn how to get out of the games.

I

Smith, Doris Buchanan. A Taste of Blackberries. New York: Thomas Y. Crowell Co., 1973.

Everyone agreed Jamie was special, even when he exasperated them by showing off. No one, least of all his best friend, dreamed that Jamie's exuberance and a harmless prank could end in sudden tragedy. When it does, the boy who is the first-person narrator of this unusual book must find the strength to bear his grief and his guilty feeling that somehow he might have saved his friend.

Doris Smith writes with insight and directness about an often-ignored subject and a courageous young boy.

P

Preston, Edna Mitchell. The Temper Tantrum Book. New York: The Viking Press, 1969.

Animals are used to display hurt feelings, jealousy, frustration, restraint, injury to dignity, love, or want of respect for individuality. Children will see themselves in these animals.

P

Cullum, Albert. "The Geranium on the Window Sill Just Died, But Teacher You Just Went Right On." Harlin Quist, 1971.

Illustrations and poems vividly depict a child's relationship with her teacher, capturing the joys and fears of being young and in school.

I

Calhoun, Mary. Three Kinds of Stubborn. Illinois: Garrard Publishing Co., 1972.

The book describes three different types of stubbornness. The stubbornness reflects different insights into customs and backgrounds of the regions from which they spring.

I

Alcock, Gudrun. Turn the Next Corner. New York: Wm. Morrow and Co., 1969.

This book is a story of a twelve-year-old boy's emotional adjustment to his father's imprisonment.

I

Makin, Irene. Wildcat. New York: Wm. Morrow and Co., 1969.

The book contains a story of a lonely boy in search of some identity and his empathy with the wildcats and their needs.

I

Rosenbaum, Jean, and Lutie McAuliffe. What Is Fear. New Jersey: Prentice-Hall, 1972.

This is a book on the introduction to feelings. Authority, punishment, and failure are among the topics covered in this brief discussion of children's common fears.

I

LeShan, Eda. What Makes Me Feel This Way? New York: Macmillan Co., 1972.

This book is about the whole range of feelings, including those you don't always like or understand. You may want to learn why there is nothing dangerous about the dark but feel fearful at the same time, like hating a classmate who seems to be avoiding you and still wanting her to be your best friend because you admire her so much.

Sometimes you want to be surrounded by people. Other times you want to be completely alone or possibly you want to yell, jump, or sit quietly in a corner and daydream. At times you feel brave and other times you feel too timid to say a word. All of these feelings are natural to some degree and are shared by just about everyone else in the world.

This book is an invitation to explore, understand and enjoy your own feelings. And knowing yourself is a giant step toward understanding and having good relationships with other people like your parents, sisters, brothers, friends, teachers, etc.

GENERAL

P, I

Untermeyer, Louis. Aesop's Fables. New York: Golden Press, 1965.

This book is filled with stories heard long before Aesop's time in Egypt and Babylon. Aesop gave the tales his personal touch. Aesop never wrote his tales; he told them wherever he went. His listeners retold them. They were later written down.

Aesop did not want to offend people by referring to their faults, so he told of the sly plots and schemes of people through the words of animals. Each story contains a lesson for the listeners.

This book contains forty animal stories.

I

Cretan, Gladys Yessayan. All Except Sammy. Boston: Little, Brown and Co., 1966.

Sammy was not musical like the rest of his family. He was different because he was an artist and a baseball player.

P

Caudill, Rebecca. Best Loved Doll. New York: Scholastic Book Services, 1962.

This book is about a little girl who is invited to a doll party. The invitation says to bring either the best dressed doll, the oldest doll, or the doll that can do the most things, that you own. Betsy, the little girl, has four dolls to choose from. She decides to take Jennifer to the party. She does not fit any of these three categories, but Betsy loves her so.

When the girls at the party finish playing games, Susan's mother (Susan is the girl who invited Betsy to the party) gives the prizes out to the girls whose dolls have won the prizes according to the three categories mentioned in the beginning. Next, Susan's mother looks at Jennifer, Betsy's doll, and then she leaves the room and returns with a prize for the doll. It is a gold medal reading "The Best-Loved Doll." Betsy and Jennifer are very happy.

P

Schick, Eleanor. City in the Winter. London: The MacMillan Co., 1970.

No school today! Jimmy's mother has to go to work, blizzard or no blizzard. But Jimmy and Grandma have a snow day.

Being snowbound is different from just being inside. Everything is somehow new and exciting. Jimmy plants a garden in a jar, makes a barn for his animals and has an indoor picnic. But until he and Grandma go outside,

it is hard to imagine what a blizzard really is.

P

Ness, Evaline. Do You Have the Time Lydia. New York: E. P. Dutton and Co., 1974.

Lydia never has time to complete any of the numerous projects she embarks on.

P

Stolz, Mary. Emmett's Pig. New York: Harper and Rowe, 1959.

Emmett's room was filled with pigs that were banks, stuffed, glass, pictures, or books. He had never seen a live one. He wanted a pig more than anything in the world.

His parents explained that he could not keep one in the city, and even though he understood, he still wished for one of his own.

Emmett was given a pig for a birthday present. He went to a farm to see the pig. The pig stayed on the farm.

I

Leaf, Munro. Fair Play. New York: J. B. Lippincott, 1967.

An amusing, common-sense explanation of the reasons behind laws, government, and rules of living with others.

P

Anglund, Joan Walsh. A Friend Is Someone Who Likes You. New York: Harcourt, Brace and World, 1958.

With simplicity in text and pictures, this story demonstrates for small children some of the many happy surprises just waiting to be discovered in the world around them.

P

Fox, Paula. Good Ethan. Scarsdale, New York: Bradbury Press, 1973.

Ethan's mother told him not to cross the street, but his ball rolled across the street. No one would help him get his ball back. But Ethan was a good problem-solver and found a way to get the ball back himself. He was clever in his method of obtaining the ball.

P

The North Shore Committee on the Older Adult. Growing Up, Growing Older. New York: Holt, Rinehart and Winston, 1964.

This is the story of John's life from when he was a baby until he became an old man with grandchildren.

P

Holl, Adelaide. Gus Gets the Message. Champaign, Ill.: Garrard Publishing Co., 1974.

Gus was mean to animals by throwing rocks at them. His parents' talking to him didn't do much good. His mother played some animal games with him so he would not harm animals anymore. Gus learned to be kind and helpful to animals, especially his pets.

P

Buckley, Helen E. Grandfather and I. New York: Lothrop, Lee and Shepard Co., 1959.

Everybody is in such a hurry today, especially grown-up people. They hurry you so much it is hardly any fun to do anything. Big brothers and sisters are caught in the hurry habit also. But grandfathers don't hurry, and that is why the little boy in the story and his grandfather have so much fun together.

P

Wayne, Harry Randolph. Here Comes Jimmy! Here Comes Jimmy's Dog! New York: Holt, Rinehart and Winston, 1966.

Jimmy has a problem with his dog following him to school. This is a story about how he learns to solve his problem.

P

Lopshire, Robert. I Am Better Than You. New York: Harper and Rowe, 1968.

Who's the best lizard there is? The contest goes on all day and all night. Sam insists he will win, but Pete is not so sure.

P

Kessler, Leonard. Last One In Is a Rotten Egg. New York: Harper and Rowe, 1969.

This story is about learning how to swim and obey the rules of the pool.

P

Whitney, Alma Marshak. Leave Herbert Alone. Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1972.

Jennifer discovers how to make friends with Herbert, the cat next door.

P

Lasker, Joe. Mothers Can Do Anything. Chicago: Albert Whitman and Co., 1972.

Story and illustrations demonstrate many occupations of mothers, including plumber, dentist, subway conductor, and others.

I

Porter, Eleanor H. Pollyanna. New York: Scholastic Book Services, 1941.

When Pollyanna comes to town people start acting strangely. Mean people are nice, grouchy people are friendly, and stern Aunt Polly looks young again. Pollyanna discovers a shattered romance in her aunt's life. Can Pollyanna set it right?

P

Scott, Ann Herbert. Sam. New York: McGraw-Hill Book Co., 1967.

Sam always wants to play, but his family does not always want to play with him. Everyone is too busy. When Sam touches a key on his father's typewriter, his father shouts at him. When Sam cries, his family stops to notice him, and they find the right job for him.

P

Blaine, Marge. The Terrible Thing That Happened at Our House. New York: Parents' Magazine Press, 1975.

The little girl's mother used to be a real mother. Something terrible happened to change that. Mother went back to work as a science teacher. That is when everything began to be different. The children had to wait on themselves more.

Father used to be a real father, too. Father began to prepare dinner. The kids had to clear the table as father washed the dishes with their mother. One day the little girl becomes very angry. She yells out that no one cares anymore in this house. Everyone stops talking and looks at her. She explains to her parents what the problem is. They listen and begin to correct the problem. With everyone's help there is time for the fun things. Mother and Father become real again.

P

Steiner, Charlotte. Tomboy's Doll. New York: Lothrop, Lee and Shepard Co., 1969.

Tommy's real name was Marie Louise, but everyone called her Tommy because she was a tomboy. She preferred a ball game with her friend Billy. Tommy's mother bought her a doll, Amanda, who had a lot of clothes.

Tommy did not know what to do with the doll, but she tried to please her mother by showing an interest in the doll. Amanda, the doll, suffered one mishap after another until one day Tommy discovered what comfort a doll could be.

Tommy learns the ways of little girls and dolls.

P

Beim, Lorraine and Jerrold. Two Is a Team. New York: Harcourt, Brace and World, 1973.
Ted and Paul learn to play together safely. They learn to watch out for their surroundings.

MANNERS

P, I

Slobodkin, Louis. Excuse Me--Certainly! New York: Vanguard Press, 1959.
This book teaches good manners in a humorous manner. Willie White is the main character, but he learns from his neighborhood friends, and chiefly from policemen, that courtesy can be fun.

P, I

Slobodkin, Louis. Thank You--You're Welcome! Canada: The Vanguard Press, 1957.
Thank You and You're Welcome are the warmest words in our language. Courtesy and kindness are the welcome themes of Louis Slobodkin's ingratiating book. . . . All young children respond to the spirit of repetition, and Thank You and You're Welcome are used throughout this story in a way that is highly appealing and well within the grasp of even the very young.

MULTICULTURAL BACKGROUND

P

Swim, Robert C. Paulossie, An Eskimo Boy. New York: Holt, Rinehart and Winston, 1964.
Paulossie lives in the North and is an Eskimo boy. The story tells about Eskimo life style and presents us with Eskimo vocabulary.

P, I

Martin, Bill, Jr. I Reach Out to the Morning. U.S.A.: Bowmar, 1970.
The person in this book imprisons himself because he cannot accept children of other races. He discovers he wants to be free to try, with eyes, ears, and accepting more and more. He finds that he delights in the differences he meets, so that strangeness doesn't estrange him and newness doesn't frighten him. He wants to reach out to the whole human race.

P, I

Sterling, Dorothy. Mary Jane. New York: Scholastic Book Services, 1959.

Mary Jane is going to be one of the first Negro children to go to Wilson Junior High. Grandpa told her it wouldn't be easy, and he is right. No one at school will walk or eat with her. They spill ink on her books and call her names. The pain of going to an integrated school is very hard to bear, but Mary Jane doesn't give up. She learns she is not really alone.

P, I

Holmberg, A. R. Nomads of the Long Bow. Washington, D.C.: U. S. Government Printing Office, 1950.
This book is about an Indian, which helps children to understand other ways to communicate.

I

Fife, Dale. Ride the Crooked Wind. New York: Coward, McCann and Geoghegan, Inc., 1973.
This is a story about a boy who must confront and reconcile two cultures, each valuable in its own way.

P

Beim, Herrold. Swimming Hole. New York: Wm. Morrow and Co., 1951.
This is a book about a boy who doesn't want to go swimming with the others who are colored until he learns it doesn't really matter.

I

Carlson, Natalie Savage. The Empty Schoolhouse. New York: Harper and Rowe, 1965.
This is a story about a desegregated school and all the problems the children have to face, especially Lullah.

PERSONAL APPEARANCE

I

Blume, Judy. Are You There God, It's Me Margaret. Bradbury, 1970's.
This book is about the problems girls face at puberty.

I

Gay, Kathlyn. Body Talk. New York: Charles Scribner's Sons, 1974.
Body Talk is designed to help children explore the many possibilities of body language, to be aware of the messages that can be sent, and to suggest methods for them to read others' messages.

P, I

Balestrino, Philip. Fat and Skinny. New York: Thomas Y.

Crowell Co., 1975.
The author of this book explains how our bodies use the food we eat and why some foods have different effects on different people. Children are introduced to the terms calories and metabolism.

P

Robinson, Barbara. The Fattest Bear in the First Grade. New York: Random House, 1969.
This is a story about a little fat bear who said no, thank-you to fattening foods so she could lose weight and fit into nice clothes and play games with the other bears.

I

Blume, Judy. Freckle Juice. Bradbury, 1970's.
This book is about a boy with freckles.

P

Kotter, Dorothy, and Eleanor Willis. I Really Like Myself. Nashville, Tenn.: Aurora Publishers, 1974.
This book talks about liking oneself. If a child listens to his parents and learns by his mistakes, he will learn to be liked for what he is and not what he looks like.

P

Beim, Jerrold. The Smallest Boy in Class. New York: Wm. Morrow and Co., 1949.
This is a picture book about a boy who rebels against being called "Tiny."

PHYSICAL HANDICAPS

P

Fassler, Joan. The Boy with a Problem. New York: Behavioral Publications, 1971.
Johnny is a boy with a problem. His problem is so big that he doesn't feel like eating or doing his school work or playing ball. Many people try to help Johnny. The suggestions do not work. It is not until his friend, Peter, takes the time to really listen that Johnny begins to feel better.

P, I

Wolf, Bernard. Don't Feel Sorry for Paul. New York: J. B. Lippincott, 1974.
This is an adventure story with a difference. The book captures two action-filled weeks in the life of a handicapped boy living in a world made for people without handicaps.

P

Lasker, Joe. He's My Brother. Chicago: Albert Whitman, 1974.

A young boy describes the experiences of his slow-learning younger brother at home and at school.

P

Fassler, Joan. Howie Helps Himself. Chicago: Albert Whitman, 1975.

Though he enjoys life with his family and attends school, Howie, a child with cerebral palsy, wants more than anything else to be able to move his wheelchair by himself.

P

Leavine, Edna S. Lisa and Her Soundless World. New York: Human Sciences Press, 1974.

Lisa is deaf. Most of the children won't play with her because she can't hear them and can't talk. When the doctor tells her parents what is wrong, they buy her a hearing aid, and take her to a special school. Then, for the first time, Lisa can hear sounds and say words.

P

Berger, Terry. One Little Girl. New York: Behavioral Publications, Inc., 1971.

Because she is somewhat retarded, grown-ups call Laurie a "slow child." But Laurie learns that she is only slow in doing some things. There are other interesting things that she can do quite well. She enjoys doing these and she can take pride in them.

P, I

Gold, Phyllis. Please Don't Say Hello. New York: Human Science Press, 1975.

This book fulfills an urgent need for creating understanding attitudes to the deaf and by the deaf at the child's level.

This book tells about a boy named Eddie who moves into a new neighborhood. Eddie is a severely disturbed child according to the children in the neighborhood. Eddie is autistic. He soon wins the affection of those about him as he struggles to emerge from the bondage of his autistic shell.

SIBLINGS

P

Zolotow, Charlotte. Big Sister and Little Sister. New York: Harper and Rowe, 1966.

This is a story about two sisters and what they come to learn from each other.

P

Bond, Gladys Baker. Boy in the Middle. Massachusetts: Ginn and Co., 1972.

Mick Dougan has a problem. He looks just like his other two brothers. He wants to be thought of as ME. He becomes the friendly Dougan boy.

P

Lapsley, Susan. I Am Adopted. Scarsdale, N.Y.: Bradbury Press, 1974.

Charles and his sister Sophie are in a happy family. They enjoy cooking with their mother and helping their father work on the car. Each night the whole family shares a bedtime story. The two children are adopted and Charles says, "Adoption means belonging."

P

Beim, Jerrold. Kid Brother. New York: Wm. Morrow and Co., 1952.

The boy in this story learns that a kid brother can be a good friend when there is understanding.

P

Wittram, H. R. My Little Brother. New York: Holt, Rinehart and Winston, 1963.

Jimmy and his sister play together, love each other, and have typical brother-and-sister problems.

P

Fiedler, Jean. New Brother, New Sister. New York: Golden Press, 1966.

Paul learns that he will have a new brother or sister. Paul wants to give the baby a toy, so he gets a red truck. Then he finds out that he has a brother and a sister. Paul divides each pile of toys for the twins into even piles. He is delighted with twins.

P

Jordan, June. New Life: New Room. New York: Thomas Y. Crowell Co., 1975.

Mother is having a new baby, and the rest of the children have a problem called "space." The housing project authority has not come up with a bigger apartment. There will be six folks living in a two-bedroom apartment. Tempers are bound to become short in over-crowded circumstances, and privacy will have to be given up. The three children come up with a solution to the problem any apartment-dwelling kids can try.

P

Schick, Eleanor. Peggy's New Brother. London: The Macmillan Co., 1970.

Peggy's newborn brother Peter is not what Peggy had in mind. He can't do anything at all and yet the grownups give him all their attention. Being helpful isn't easy either; everything she tries to do somehow turns out wrong. Children as young as three will sympathize with Peggy and be as delighted as she is when she discovers a unique way of keeping Peter happy. It is a very special something that no one but a little "big" sister (or brother) would think of.

P, I

Carley, Wayne. Puppy Love. Champaign, Ill.: Garrard Publishing Co., 1971.

Leslie wants a puppy. Her father says he and Leslie's mother have a baby brother for her. She doesn't want a baby brother. She tells her mom she doesn't like him. But then her father brings out a puppy and she is very happy. She names him "Lickin's." Mother asks Leslie to help with baby but she says she needs to care for the puppy. One day Mother has a cold and asks Leslie to look after Jimmy, the baby brother. Leslie says she doesn't know how to. Mother says just keep him happy, the same way she keeps the puppy happy. Leslie plays with both; she discovers caring for a baby is much the same.

P

Greenfield, Eloise. She Come Bringing Me That Little Baby Girl. Philadelphia and New York: J. B. Lippincott Co., 1974.

Kevin wanted a baby brother but his mother brought a baby sister home from the hospital. Kevin did not like his sister one bit. She cried too much and was too wrinkled to look new. Kevin was sick the way his parents fussed over the baby as if she were the only baby in the world. However, something happened to let Kevin understand how important a big brother can be. He even figured that his mother's arms could hold both him and his new baby sister.

I

Snow, Dorothea J. A Sight of Everything. Boston: Houghton Mifflin Co., 1963.

Purdie Popejoy wished he didn't have so many boy-brothers and girl-sisters. It seemed they always needed something and when they did they borrowed the money from Purdie. Purdie was saving his money for a wagon. With the wagon he would be a big bug around town hauling wood. If he had the wagon, the whole

family could ride in it to the Fourth of July events. When they got to the celebration, Purdie found out it takes a "sight of everything" to make dreams come true--even a bunch of brothers and sisters.

I

Blume, Judy. Tales of a Fourth Grade Nothing. Bradbury, 1970's.
This book is about coping with younger siblings.

I

Bradbury, Bianca. The Young Loner. New York: Scholastic Book Services, 1970.
Jay's older brother Mal teases him. Jay is afraid. Jay wants to be able to win over an older brother who does everything better. There is an event that takes place to change everything.

UNHAPPY HOME SITUATIONS

I

Blume, Judy. It's Not the End of the World. Bradbury, 1970's.
This book is about divorce.

P, I

Stanek, Muriel. I Won't Go Without a Father. Albert Whitman and Co., 1972.
A child from a one-parent home. Planning for a school event to which parents are invited brings Steve's problem to a crisis. He slowly realizes that he is not the only child without both parents. Warm and affectionate relatives and friends help him find sources of adult companionship and counsel, and this makes the situation more acceptable even if it cannot alter the circumstances.

P

Fassler, Joan. My Grandpa Died Today. New York: Human Sciences Press, 1971.
This is a story about a boy named David and his grandfather, and the love and devotion that they shared. When his grandfather dies, David must struggle to understand and accept his death, and in doing so, he learns a little bit more about life.

I

Gardner, Richard A. The Boys and Girls Book About Divorce. Scranton: Haddon Craftsmen, 1970.
This is a book written for children on the subject of divorce. It was prepared from data collected by the

author during thirteen years of therapeutic work with divorced parents and their children. The book discusses the problems usually encountered by such children, and much that is explained to them is applicable to their parents as well.

P, I

Goff, Beth. Where Is Daddy?. Boston: Beacon Press, 1972.

This is a book about a little girl called Janeydear. She lived in a house with her daddy and mommy and a dog named Funny. But one day Daddy wasn't there anymore, and Janeydear didn't understand when her mommy told her, "You and Funny and I will be keeping house for a while." One day, when her daddy did come back, he said "Janeydear, Mommy and I are going to get a divorce." But Janeydear didn't understand that either.

This book tells the story of what happens to Janeydear after that. It shows what happens in a family when parents get divorced. A divorce is hard to understand without getting frightened. Janeydear does get frightened and confused, but she learns at last to understand a little better and be happy again.

I

Cleaver, Bill, and Vera. Where the Lillies Bloom. New York: Scholastic Book Services, 1969.

Irrepressible fourteen-year-old Mary Call has spunk to get along in the world. She vows to hold her orphaned family together and to keep her dreamy sister from marrying a "villain." She becomes the most enterprising, tough, courageous, and unforgettable heroine.

I

Harris, Audrey. Why Did He Die? Minnesota: Lerner Publications, 1965.

The book compares death with the cycle of the seasons of the year. It is a good comparison in story form. A baby is born, a tree grows leaves in the spring. A person grows old and dies and a tree loses its leaves in the fall. Both die and a new cycle begins.

GENERAL INFORMATION RELATED TO BIBLIOTHERAPY IN THE ELEMENTARY GRADES

If these books are ordered through the Scholastic Book Services, there is a kit that comes with each book that can be used as classroom follow-up and interaction in relation to

each story. The activities give the students a chance to relate to the characters in the stories.

I

Coleman, Hila. Benny the Misfit. New York: Scholastic Book Services, 1973.

Benny is upset because he has to leave his old school and be bussed to a school in a poverty area. Benny feels it is unfair to have to ride the bus because he wants to play ball with the kids after school. Benny calls the school a "dirty old city school." But does learn to make friends at the new school. His parents are angry because he wants to play after school with his new friends rather than ride the bus home.

I

Stolz, Mary. The Bully of Barkham Street. New York: Dell Publishing Co., 1963.

Martin Hastings is always in trouble. Adults yell at him and then get angry when he tries to explain. His classmates laugh at him, and his teacher is unfair to him.

Martin's dog Rufus is the only one in the world he can talk to. Because Martin doesn't try, his parents say they are going to give the dog away.

I

Konigsburg, E. L. From the Mixed-Up Files of Mrs. Basil E. Frankweiler. New York: Dell Publishing Co., 1967.

Claudia makes careful plans to run away. She plans to be gone long enough to teach her parents a lesson in "Claudia appreciation." She invites her brother to go with her because he is miser and will have money. They take up residence in the Museum of Art. Claudia meets two problems: she feels just the same, and she wants to feel different; and she finds a beautiful statue at the museum and won't go home until she finds out who made it. The former owner of the statue, Mrs. Basil E. Frankweiler, helps Claudia find a way to go home.

P, I

Mann, Peggy. My Dad Lives in a Downtown Hotel. New York: Scholastic Book Services, 1973.

This book is about a boy who has difficulty adjusting to his mother's and father's divorce. He lives with his mother, and he visits his father in a hotel.

Joey thinks it his fault that his parents parted. He thinks that if he promises to do all the things his father asked him to do, his father will come back. This is not the case. Joey must adjust to the divorce.

I

Clymer, Eleanor. My Brother Stevie. New York: Scholastic Book Services, 1967.

Twelve-year-old Annie's father is dead; her mother has left her and her brother Stevie. Grandma cannot handle Stevie. Annie does not understand why she has to take care of her brother. She wants to do things with her friends. When Stevie starts getting into trouble, Annie seeks help from his third-grade teacher, whom he likes. With the teacher's warm support, and the positive experiences they share, Annie gains a new understanding of herself, Stevie, and their grandmother.

I

Pevsner, Stella. New Girl. New York: Scholastic Book Services, 1969.

The original title of this book is Break a Leg.

Fran thinks the summer will be filled with misery. Her best friend is away at camp. Everyone is gone except for Veronica, a creepy new girl from Hollywood. Fran becomes involved in a "Summer Theater Project for Kids." The fun begins, and there is a big surprise about Veronica.

I

Perl, Lila. That Crazy April. New York: Scholastic Book Sevices, 1974.

Cress spends a terrible month of April. She fights with her best friend Davey. Her favorite cousin goes to Ireland. Cress's "liberated" mother only makes things worse. Cress wonders if she will ever get through the crazy, mixed-up month of April.

I

Spears, Elizabeth George. The Witch of Blackbird Pond. New York: Dell Publishing Co., 1958.

Kit Tyler had been raised in the Caribbean, but now she was an orphan, unloved and alone, dependent on relatives she had never seen. Awaiting her in her new home were suspicions and loneliness. The master of the house despised Kit. The man who claimed he loved her abandoned her to the circle of terror. There was nowhere to turn, no one to help, no way to escape the evil claiming her as a victim.

SAMPLE EVALUATION SHEET FOR TEACHERS

Name of child _____

Grade _____ Date of evaluation _____

	Often	Some-times	Not at All
1. Overly sensitive to criticism			
2. Distractibility or attention span is a problem			
3. Disturbs other children			
4. Daydreams			
5. Pouts and sulks			
6. Mood changes quickly and drastically			
7. Quarrelsome			
8. Submissive attitude toward authority			
9. Restless			
10. Excitable, impulsive			
11. Excessive demands for teacher's attention			
12. Appears to be unaccepted by group			
13. Appears to be easily led astray by other children			
14. Interaction in peer group			
15. Appears to lack leadership			
16. Fails to finish things he starts			
17. Childish and immature			

	Often	Some-times	Not at All
18. Denies mistakes and blames others			
19. Does not get along with other children			
20. Uncooperative			
21. Easily frustrated in efforts			
22. Uncooperative with teacher			
23. Difficulty in learning			

SAMPLE EVALUATION SHEET FOR STUDENTS

Name _____

Grade _____ Date of evaluation _____

1. What was the main problem that _____ had to face?
2. Do boys and girls in your town, school, or neighborhood ever meet problems or situations like this? How do they meet the situations?
3. How did characters change during the story?
4. How is the work or play in this story similar to what we do? How is it different?
5. If you had been in this situation, what decision would you have made? Why?
6. What was the most important decision that _____ had to make?
7. Why do you think _____ felt or behaved the way he did?
8. How did _____ influence other people?
9. If you lived next door to _____, would you like to play with or visit him?
10. Do all the people in this racial or religious group behave in this way?
11. Can you tell another story in which there was a similar problem?
12. Do you think the author really understood the way boys and girls feel? What part of the book tells you this? (11:266)

SAMPLE EVALUATION SHEET FOR PARENTS

Name of child _____

Grade _____ Date of evaluation _____

	Often	Some-times	Not at All
1. Picks at things (nails, fingers, hair, clothing)			
2. Sassy to grownups			
3. Problems with keeping or making friends			
4. Excitable, impulsive			
5. Wants to run things			
6. Sucks or chews (thumb, clothing, blankets)			
7. Cries easily or often			
8. Carries a chip on his shoulder			
9. Daydreams			
10. Difficulty in learning			
11. Restless in the "squirmy" sense			
12. Fearful (of new situations, new people or places, going to school)			
13. Destructive			
14. Tells lies or stories that aren't true			
15. Shy			
16. Gets into more trouble than others the same age			

	Often	Some-times	Not at All
17. Speaks differently from others the same age			
18. Denies mistakes or blames others			
19. Quarrelsome, pouts, and sulks			
20. Steals			
21. Disobedient; or obeys, but resentfully			
22. Fails to finish things			
23. Worries more than others (about being alone, illness, or death)			
24. Feelings easily hurt			
25. Bullies others			
26. Unable to stop a repetitive activity			
27. Cruel			
28. Childish or immature			
29. Distractibility			
30. Frequent illness			
31. Doesn't like or doesn't follow rules or restrictions			
32. Fights constantly			
33. Doesn't get along well with siblings			
34. Easily frustrated in efforts			
35. Disturbs other children			
36. Basically an unhappy child			
37. Problems with appetite			

	Often	Some-times	Not at All
38. Stomach aches			
39. Problems with sleep			
40. Other aches and pains			
41. Vomiting and nausea			
42. Feels cheated in family circle			
43. Boasts and brags			
44. Lets self be pushed around			